Percent of responses					Mean response	Teaching Competency	Percent of responses					Mean response
Not important	**Slightly important**	**Somewhat important**	**Important**	**Very important**			**Not Knowledgable**	**Slightly knowledgeable**	**Somewhat knowledgable**	**Knowledgable**	**Very knowledgable**	
2.3	3.0	17.8	38.6	38.3	4.1	Design instruction systematically (e.g., assess learner's needs for instruction; write cognitive, affective and psychomotor goals and objectives; develop teaching and evaluation strategies based on objectives).	5.1	13.2	33.5	33.2	15.0	3.4
0.5	1.0	5.8	27.9	64.7	4.6	Teach one-on-one (precepting using Socratic dialog, problem-solving, consultation, mentoring).	1.8	1.5	10.4	42.1	44.2	4.3
0.8	1.0	6.3	36.8	55.1	4.4	Teach small groups (e.g., using group dynamics and seminar techniques, preparing and using group exercises – case presentations, tutorials, workbooks).	1.8	2.3	17.3	42.9	35.8	4.1
1.3	5.3	20.3	35.8	37.3	4.0	Teach large groups (e.g., using lectures, analyzing and organizing content, preparing visuals and handouts).	2.0	3.6	21.8	37.6	35.0	4.0
1.3	2.3	17.3	40.1	39.1	4.1	Develop audiovisual materials (e.g., overhead transparencies, powerpoint presentations and handouts, videotapes, computer-based and learning programs).	2.3	2.8	23.1	41.6	30.2	3.9
10.7	10.4	20.3	29.9	28.7	3.6	Employ medical simulation and simulated patients to enhance teaching and improve outcomes.	19.0	23.9	24.4	21.1	11.7	2.8
12.2	14.5	32.5	24.4	16.5	3.2	Develop lectures or courses for distance learning using a variety of software platforms, (Blackboard®, etc.)	29.7	28.4	22.3	13.5	6.1	2.4
1.3	3.8	20.3	31.7	42.9	4.1	Use specific counseling/interpersonal and culturally appropriate skills in precepting, teaching, evaluating, advising, and serving as a mentor.	3.3	9.6	29.2	37.6	20.3	3.6
1.8	3.0	14.5	42.9	37.8	4.1	Apply general principles of adult learning theory to instruction (e.g., setting expectations, stimulating conceptual recall, providing active practice opportunities, evaluating performance, providing systematic feedback).	3.0	10.7	33.8	36.5	16.0	3.5
2.0	7.4	25.6	38.1	26.9	3.8	Evaluate courses/programs (e.g., using objective self- assessment instruments, or interviews protocols).	5.1	16.8	38.6	29.7	9.9	3.2
0.5	3.0	14.2	40.4	41.9	4.2	Evaluate learners (e.g., use objective tests, observations, performance simulations)	2.3	9.6	26.9	43.7	17.5	3.6
0.5	3.6	18.3	41.1	36.5	4.1	Evaluate teaching (e.g., using learner, peer, or self- assessment approaches).	3.0	13.5	33.2	36.5	13.7	3.4
1.0	1.8	8.6	38.1	50.5	4.4	Build knowledge in a teaching content area by reading, analyzing, and critically evaluating literature (both discipline-specific and education literature).	1.8	4.1	25.4	40.9	27.9	3.9
3.6	6.3	19.0	38.6	32.5	3.9	Write exam questions to assess student knowledge.	5.6	13.7	33.5	28.7	18.5	3.4
1.0	0.5	9.6	36.3	52.6	4.4	Evaluate the findings of a study by describing the importance of the findings, considering appropriate cautions about generalizability of the results, and referring to existing literature	1.8	5.4	26.7	32.6	33.4	3.9
3.9	5.7	16.1	29.3	45.1	4.1	Engage and mentor a student or a junior colleague in a research project.	7.5	14.8	23.6	32.1	22.0	3.5
2.1	1.8	11.4	32.6	52.1	4.3	Build knowledge in a research content area by reading, analyzing, and critically evaluating literature.	3.1	6.7	24.4	33.2	32.6	3.9
2.3	3.1	16.6	30.1	47.9	4.2	Ask researchable questions after synthesizing relevant literature.	4.7	9.3	25.4	33.2	27.5	3.7
3.6	4.4	18.4	28.2	45.3	4.1	State hypotheses or research question(s); operationally define independent and dependent variables; and determine types and levels of measurement for each variable.	5.7	13.2	27.2	27.2	26.7	3.6
3.9	6.5	19.4	28.0	42.2	4.0	Determine the appropriate research design, sampling procedure, and data analysis strategy for a study.	10.6	21.5	28.0	22.8	17.1	3.1
7.0	8.5	27.2	30.8	26.4	3.6	Design and administer data collection instruments (e.g., surveys, multiple-choice tests, interview protocols).	11.9	24.4	32.9	20.2	10.6	2.9
5.7	5.7	16.8	35.5	36.3	3.9	Determine how data should be analyzed; and appraise statistical results for significance, error, meaningfulness, and clinical relevance.	15.0	25.9	29.0	17.4	12.7	2.9

6.7	5.7	17.9	27.7	42.0	3.9	Implement a study by writing a research protocol, securing funding, identifying collaborators, and managing resources and personnel.	15.3	23.3	21.0	23.6	16.8	3.0
4.4	6.7	24.6	30.6	33.7	3.8	Make decisions applying knowledge of the academic medical center's (departments, residency, university, military, etc.) mission, constituencies, needs, and primary problems.	9.3	15.5	29.5	26.4	19.2	3.3
8.0	15.8	31.3	26.9	17.9	3.3	Describe differences between various types of academic medical centers (e.g., university administered, military training facilities, community based) their functional hierarchies (e.g.MHS, TMA) and stages of development.	15.0	18.1	31.1	21.8	14.0	3.0
10.1	15.8	29.0	24.9	20.2	3.3	Describe tenure and promotion policies based upon scholarly activities and the associated review processes.	21.0	24.1	28.2	17.4	9.3	2.7
2.6	6.2	23.1	36.0	32.1	3.9	Use group process skills of motivation, listening, conflict resolutions, etc. to build teams and make committees productive.	5.2	15.3	29.8	32.1	17.6	3.4
2.1	4.7	15.3	33.9	44.0	4.1	Use appropriate leadership styles (e.g., delegator, coach, rector, participator) and model leadership qualities (e.g., vision, commitment, creativity, trust, and knowledge of limitations).	3.9	11.7	28.8	33.7	22.0	3.6